

Step 6: Report Writing & Advocacy

The final stage of the monitoring process involves using the evidence you have gathered to draft a report.

This step will guide you through the essential elements of writing a report, including: advice on structure, presentation and what to include, and finally the advocacy¹ strategies you should consider in order to effect change.

Contents:

Step 6: Report Writing & Advocacy	1
6.1 Draft report	2
Structure	2
Adapt the report to your audience	3
Guidelines / tips	3
How to communicate your collected data effectively	4
Draw conclusions	5
Make recommendations	6
6.2 Follow-up action	7
Types of advocacy strategies	7
Criteria for selecting advocacy strategies	9
Endnotes: Step 6: Report Writing & Advocacy	11

6.1 Draft report

The final stage of the monitoring process involves the preparation of a report, which should present your findings, conclusions and recommendations.

Structure

The content and structure of the report will depend on your advocacy objectives and the audience you are trying to reach. However, certain elements are crucial, including:²

1. Introduction

The introduction should make a concise presentation of your organisation and the goal(s) of the report. You should explain what motivated you to undertake this monitoring exercise, the subject of the report, the time period it was conducted over, the sample used, and who carried it out. The introduction should familiarise the reader with the study's primary conclusions. If it is well written, the introduction will attract readers' attention and encourage them to read the rest of the report.

2. Methods

This section should include details about the research methods you used. For instance, you could provide information about the main data sources you used and whether you relied primarily on official data sources or conducted your own data gathering, in which case you should specify the methods you used. If you conducted interviews with children, parents, teachers or other stakeholders,³ you should provide details about the number of people interviewed, the types of questions asked, etc. You should also acknowledge methodological limitations, for example if data was unavailable.

3. Findings

This section constitutes the main body of the report. Findings should be presented in a clear and succinct manner. You should present the evidence you gathered related to unequal enjoyment of the right to education⁴ (reflected in the data you gathered on outcome indicators)⁵ as well as on the shortcomings you found in education policies,⁶ whether these policies were affected by resource constraints,⁷ and the processes⁸ through which these

policies were formulated and implemented. This section should include an analysis of all the evidence you have gathered, explaining the ways in which that evidence reflects problems in terms of the right to education. See below for effective ways of communicating your findings.

4. Conclusions

See below.

5. Recommendations

See below.

6. Appendices and glossary

If you use technical terms in the report, you may want to include a glossary. Likewise, an acronyms list.

Adapt the report to your audience

Sometimes you may need to adapt the structure of the report for specific purposes. For instance, the structure of a shadow report⁹ to a UN treaty body¹⁰ would usually follow the structure of the corresponding government report, which in turn will typically be structured around each of the articles of the treaty in question.

Guidelines / tips

When drafting the report, you should follow some basic guidelines:

- **Ensure accuracy and credibility**

The effectiveness of your whole monitoring exercise hinges on the quality of the evidence on which it is based. That is why it is so crucial to ensure that the evidence is accurate¹¹ and your analysis rigorous and methodologically sound. Bear in mind that the institutions you criticise in your report (the Ministry of Education, the government, etc) may try to discredit your findings. So any inaccuracy in the data or unfounded conclusions could seriously undermine your credibility and the credibility of your report.

- **Consider the tone and language of the report**

Make sure that evidence is presented in a clear and concise manner and that the language and tone¹² are not off-putting.

- **Ground your analysis in human rights standards**

All monitoring exercises on the right to education should be grounded on the normative framework of international human rights law to which governments around the world have voluntarily committed themselves. Therefore, the report should make explicit reference to the human rights standards relevant to the findings of the report.¹³

- **Make your report advocacy-oriented**

When writing the report, think through how to present the findings in a way that maximises its advocacy potential.¹⁴ Your report should effectively communicate the data you have collected, make clear conclusions that articulate the main messages you are trying to communicate and make concrete and action-oriented recommendations.

How to communicate your collected data effectively

The way you convey the evidence you gathered during the monitoring process is crucial for effective advocacy. Even the most robust findings may fail to reach policy-makers if they are not well presented.

Most likely during the monitoring process, you will have gathered a large amount of data. You should refrain from including all that data in the report, as large amounts of information is overwhelming for the reader and dilutes your key message(s).

In your report, you should include data that supports your main findings. You will also need to determine the level of technical specificity. Once you have decided which data to include, you should then think through how to convey that data. Generally speaking, while tables allow for the efficient presentation of a large amount of data in an organised manner,

graphs and info graphics are often a more compelling way of communicating information to various stakeholders.

One great tool is UNESCO's *World Inequality Database on Education (WIDE)*,¹⁵ which can help you present inequalities in education in a unique and engaging way.¹⁶ Users of this database can create maps, charts, infographics and tables from the data, and download, print or share them online. You may wish to consider using other data visualisation tools.

Education Report Cards, as used, for instance by PREAL,¹⁷ are another useful and eye catching advocacy tool used to present information on the performance of an education system in a format that is understandable to non-specialised audiences.

When presenting information about violations of the right to education you should contrast the data you have gathered with the legal commitments that the State has undertaken (nationally or internationally) or with the promises that the government has explicitly made to its citizens.¹⁸

Draw conclusions

Based on the evidence you have gathered throughout the monitoring process, you can draw conclusions regarding a State's compliance with its obligations and possible violations of the right to education.

Your conclusions should not just be a summary of the findings of your monitoring effort. Rather, you should use your findings as a basis for clearly and compellingly making a case that the State (or other duty-bearers)¹⁹ is or has violated the right to education.

To begin writing the conclusions, you could make a preliminary list of conclusions and for each one of them write the supportive findings:

1. Conclusion #1

a. Finding #1a

b. Finding #1b

2. Conclusion #2

a. Finding #2a

b. Finding #2b

When writing your report, you will probably not present the conclusions in this manner, but this preliminary step will help to ensure that your conclusions are adequately backed up by evidence.

Based on the normative human rights framework, you may also specify whether the problems you found are related to the lack of necessary laws or policies,²⁰ the inadequacy of those laws or policies²¹ and / or the lack of implementation of those policies.

You may limit your conclusions to the specific issues on the right to education that you have monitored, or you may also draw some conclusions from your monitoring exercise on more systemic issues.²²

Make recommendations

Without specific, concrete and actionable recommendations, there is little chance that your monitoring initiative will have concrete effects on policies and practices related to the right to education.

The recommendations should be based on an analysis of the shortfalls you found throughout the monitoring process with regards to the State's obligations on the right to education.

When making recommendations based on your findings and conclusions, you should take into account that according to international human rights law, States enjoy a wide margin of discretion in selecting the means for implementing their obligations pertaining to the right to education. Therefore, it is necessary to draw a balance between making concrete recommendations (that could be actually implemented by the State) and not making them too specific, so that the State can determine which specific measures to adopt in order to fulfil its obligations regarding the right to education.

In most cases, you would address most of your recommendations to the State, which bears primary responsibility for the protection and fulfilment of the right to education. However,

you may also make recommendations to other duty-bearers that have responsibility for an aspect of education policy (eg local governments), other State actors that can have an influence on education policies and practices (eg the judiciary) or other actors with influence (eg international financial institutions).

You may want to formulate both immediate recommendations that are easy to implement, as well as longer-term recommendations that address more systemic problems.²³

6.2 Follow-up action

The main purpose of monitoring is to hold States accountable for their actions related to the right to education. Therefore, writing a human rights report should not be the end-goal of the monitoring exercise, but rather the springboard for effective advocacy.²⁴

As a rule, the overall goal of your advocacy activities related to a monitoring exercise is to influence policy-makers to adopt the recommendations you set out in your report. Governments often have a whole set of political, economic and other interests that influence the extent to which they may be willing to adopt the necessary policies to implement the right to education. Therefore, typically, it will not be sufficient to apprise decision-makers of your findings and make your recommendations for them to adopt them. Rather, you need to think about what leverage you have and how you can put pressure on relevant decision-makers to adopt your recommendations regarding the right to education.

Types of advocacy strategies

There are many strategies that you could use to advance your advocacy goals. These include:

- **Report to human rights mechanisms**

There are various human rights mechanisms at the national, regional and international level²⁵ that monitor the implementation of the right to education and could be used to report violations of the right to education or gaps in implementation. For information on how to report to international human rights mechanisms related to the right

to education (UN treaty bodies,²⁶ the Human Rights Council, UN Special Rapporteurs, UNESCO Committee on Conventions and Recommendations) as well as to regional and national human rights mechanisms, see here.²⁷

- **Create partnerships**

To strengthen your leverage in your advocacy efforts, you may want to join forces with other individuals and organisations that share your concerns regarding the right to education and want to promote similar recommendations. There are various types of partners²⁸ that you may consider teaming up with for your advocacy efforts. In selecting them you should take into account how they can complement the skills, resources, contacts and experience of your own group; the political context around the issues you are trying to promote; and the objectives you are trying to achieve.

- **Use the courts**

There are judicial and quasi-judicial mechanisms to litigate on the right to education at national, regional and national level.²⁹

- **Work with parliamentarians³⁰**

Parliamentarians can be particularly useful allies for promoting your advocacy goals. Typically, parliamentarians have little time for research and may appreciate receiving well-researched information from civil society organisations. This could help them to develop appropriate policies and to hold governments to account for implementing them. You may consider holding meetings with relevant parliamentary committees (eg the education or the human rights committees, etc) to present your findings as well as working with individual parliamentarians who support your advocacy messages, so that they use their leverage to put pressure on policy-makers.

- **Work with the media**

Using the media effectively to convey your findings and recommendations is a key ingredient to any advocacy effort. Working with the media can help you reach out to many people in order to:

- Raise awareness of the issue you have identified and how it affects people.
- Show them that there is a way of dealing with the issue.
- Enlist them to put pressure on the government to adopt your recommendations.

Some general rules³¹ may help you to work effectively with the media. There are various types of media, including TV, radio, newspapers, Internet, etc. When selecting which to use, you should consider the relative advantages and disadvantages³² of each of these forms.

Bear in mind that you may need to adapt the content of your monitoring report for implementing each of these strategies. For instance, if you are submitting a shadow report³³ to a UN human rights treaty body³⁴ you will need to focus on those aspects of your monitoring initiative and recommendations related to the mandate of the treaty body and explicitly link your concerns with the human rights standards³⁵ related to the corresponding convention. If, on the other hand, you plan to start a public campaign or to reach out to the media, you will need to summarise your findings in a succinct and attractive manner, so as to draw the attention of the public and journalists. In short, you should consider the various ways³⁶ in which to spread your advocacy message.

Criteria for selecting advocacy strategies

To select the most appropriate strategies to promote your advocacy efforts, you should take into account a number of factors:³⁷

- **Who you are**

The identity, public standing, skills, experience and resources of your group will influence which strategies you adopt. For instance, if you are a local NGO with very limited resources, you probably will not be able to undertake a large nation-wide advocacy campaign, unless you collaborate closely with other groups that have greater resources and experience working at that level.

- **Who are the stakeholders?**

There are probably many different individuals, organisations, departments and institutions that have a stake (either directly or indirectly) in the change you hope to bring about. Amongst all these stakeholders, there are likely to be some who approve of the change you want, others who oppose it and some who do not have strong feelings either way. To determine which strategies to adopt, you will need to take into account who your potential allies and opponents are, what their interests and motivations are regarding the issues you are promoting, and what power they have.

- **Timing of your advocacy efforts**

The adoption of some strategies may be tied to particular events taking place at a specific time. For instance, if a UN treaty body will be discussing your country's compliance with a human rights treaty that is relevant to the issues you are raising you may decide to produce a shadow report based on the monitoring report you have produced.

GOOD LUCK!

Endnotes: Step 6: Report Writing & Advocacy

¹ **Advocacy** is the process of influencing those who make policy decisions, write laws and regulations, and distribute resources that affect people's well-being. Advocacy delivers deliberate messages intended to influence the thoughts, perspectives and actions of people in authority.

Campaigning is one strategy for advocacy, building public pressure around an issue through strategies like mass action, public forums and media campaigns.

Lobbying is another strategy for advocacy, building pressure around an issue within the education system through strategies such as policy analysis and dialogue, negotiation and forming collaborative partnerships.

Source: Commonwealth Education Fund (2009) *A Budget Guide for Civil Society Organisations Working in Education*: p.24:

www.right-to-education.org/resource/budget-guide-civil-society-organisations-working-education

² This step is adapted from Helsinki Foundation for Human Rights (2001) *Human Rights Monitoring*: p.185-9 (accessible to members only): http://www.hfhrpol.waw.pl/pliki/Monitoring_eng.pdf

³ **Stakeholders** are all those who can affect your desired change, as well as those who are affected by it.

⁴ See Step 2 of the *Monitoring Guide*, available to download, here:

<http://www.right-to-education.org/monitoring/guide/step-2-identify-deprivations-inequalities-education>

⁵ **Outcome indicators** measure the extent to which a population enjoys the right to education.

⁶ See Step 3 of the *Monitoring Guide*, available to download, here:

<http://www.right-to-education.org/monitoring/guide/step-3-analyse-educational-laws-policies-their-implementation>

⁷ See Step 4 of the *Monitoring Guide*, available to download, here:

<http://www.right-to-education.org/monitoring/guide/step-4-analyse-use-resources-education>

⁸ See Step 5 of the *Monitoring Guide*, available to download, here:

<http://www.right-to-education.org/monitoring/guide/step-5-examine-policy-processes>

⁹ **Shadow reports** are a method for non-government organisations (NGOs) to supplement and / or present alternative information to reports governments are required to submit under human rights treaties. Unlike governments' reports, which often highlight the progress of the State in meeting its human rights obligations whilst downplaying violations, shadow reports often provide treaty body committees with crucial information about problems in implementation and areas of government non-compliance.

NGOs around the world use shadow reports to lobby various United Nations' bodies, including treaty-monitoring bodies, thematic groups, charter-based bodies, and the High Commissioner for Human Rights.

Source: The Advocates for Human Rights' page on *Shadow Reporting*:

<http://www.theadvocatesforhumanrights.org/mechanisms>

¹⁰ **UN treaty bodies** are committees of independent experts created under a particular UN treaty. They are mandated to monitor how States that have ratified the treaty in question comply with their obligations to implement the human rights guaranteed by the treaty. They periodically examine State reports and issue concluding observations on States' compliance to the treaty, as well as make recommendations.

Most treaty bodies can receive individual complaints or communications in cases of human rights violations, if the State in question has recognised the competence of the treaty body to do so.

Treaty bodies also adopt General Comments, which provide authoritative interpretations of the provisions of the treaty the treaty body oversees.

For further information, see Right to Education Project's page on *International Human Rights Mechanisms*: <http://www.right-to-education.org/page/international-human-rights-mechanisms>

¹¹ You may adopt a series of measures to assure readers that the evidence you have gathered is accurate and your report is credible and based on sound fact-finding:

- Avoid reporting findings as established facts unless they have been verified as such. If you include any piece of information that is not fully confirmed, this should be made clear.
- Make a clear distinction between the evidence you have gathered and the analysis you make based on that evidence.
- Explain in detail the methods you use for collecting information and be explicit about the limitations of the data you have gathered.

¹² Guidelines on tone and language in human rights reports:

- Use language that is simple, but not colloquial.
- Use professional terminology, but not professional jargon.
- Draw a clear distinction between facts and commentary, always starting with the facts.
- Do not use too many foreign-language expressions.
- Avoid emotional descriptions.
- Avoid general, imprecise assertions.

Source: Helsinki Foundation for Human Rights (2001) *Human Rights Monitoring*: p. 190 (accessible to members only): http://www.hfhrpol.waw.pl/pliki/Monitoring_eng.pdf

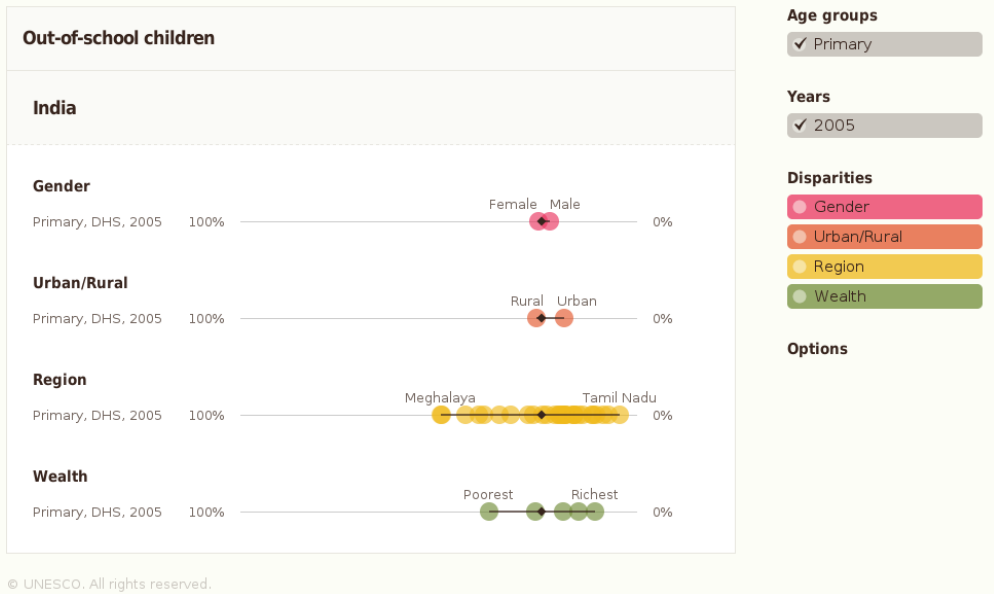
¹³ When you use the *Indicators Selection Tool*, the indicators that you have selected will be accompanied by a list of relevant human rights standards. Access the *Indicators Selection Tool*, here: <http://www.right-to-education.org/monitoring/tool>

¹⁴ A good example is the *Public Report on Basic Education in India*, widely acclaimed as a landmark study on primary education in India, which adeptly combines data analysis with personal stories based on interviews with affected communities; a critical analysis of the facts and myths about the educational situation in India; and concrete recommendations.

See PROBE & Centre for Development Economics (1999) *Public Report on Basic Education in India: Chapter 4*: http://www.undp.org/content/dam/india/docs/public_report_basic_education_india.pdf

¹⁵ See the *GEM World Inequality Database on Education (WIDE)*: <http://www.education-inequalities.org/>

¹⁶ For example, Out-of-school children in India:



¹⁷ The Partnership For Educational Revitalization in the Americas (better known as PREAL) publishes periodic reports on educational progress, in the form of 'education report cards', on Latin American countries, so that leaders both inside and outside the education sector have independent, reliable information on how their schools are doing compared to other regions or countries. Inspired by the report cards students receive in school, education report cards have become important accountability tools. By grading, or ranking, that performance using a 'school-style' grading system, report cards allow parents and other members of civil society to quickly recognise both exemplary performance and areas that need improvement. Armed with this information they can lobby for appropriate change.

See PREAL's *Education Report Cards*: http://preal.org/ENGL/ActividadesN.asp?Id_Quienes=&Id_Seccion=21

¹⁸ For example the following table that contrasts data with legal commitments for Guatemala:

Aspect of the right to education	Promises and commitments	Reality
Access to primary education	Guatemala ratified the <i>International Covenant on Economic, Social and Cultural Rights</i> which states: "Everyone has the right to education. Primary education shall be compulsory and free to all" (Article 13)	30% of children do not finish primary school
Lower secondary school	The inhabitants have the right and obligation to receive early, pre-primary, primary and basic* education within the age limits set by the law (Article 74 of the Guatemalan Constitution)	34.4% of children are enrolled in lower-secondary school

Quality of education	Primary education is understood as those programmes designed “to give students a sound basic education in reading, writing and mathematics...”**	Mean test scores of latest students assessment of 6 th grade: 44.7 in math and 52.1 in reading (out of 100 points)
Equality of opportunities	"Guatemalans must build a just society that contributes to living under the rule of equality and social justice" (Article 1, Law of National Education (1991))	“A latino boy living in an urban area who has no other occupation but study and whose parents have 12 years of schooling and do not belong to the poorest quintile has a 97% chance of being in school. (In contrast) a girl in a rural area who works and belongs to an ethnic group, and whose parents are illiterate and belong to the poorest 20% of the income distribution, has just a 22% chance of being in the school system” (Porta & Laguna (2007))

Source: Felner, E (2008) – unpublished

Notes

* Basic education corresponds in Guatemala’s education system to lower secondary school

** Guatemala’s Secretariat of Planning and Programming of the Presidency citing the standard definition of primary education by UNESCO’s International Standard Classification of Education

¹⁹ **Duty-bearers** are those actors who have a particular obligation or responsibility to respect, promote and realise human rights and to abstain from human rights violations. The term is most commonly used to refer to State actors, but non-State actors can also be considered duty-bearers. An obvious example is private armed forces or rebel groups, which under international law have a negative obligation to refrain from human rights violations. Depending on the context, individuals (eg parents), local organisations, private companies, aid donors and international institutions can also be duty-bearers.

Source: UNICEF *Gender Equality - UN Coherence and You – Glossary*: p.1:
<http://www.unicef.org/gender/training/content/resources/Glossary.pdf>

²⁰ In a report that examined the right to education of children in detention in thirteen countries, Defence for Children International found that: “There were a number of examples where national legislation fails to establish provisions for the education of children in detention and where education is treated as an opportunity rather than a right.”

Source: Defence for Children International (2009) *Education in Chains: Gaps in Education Provision to Children in Detention*: p. 8: http://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/DCI_Education_in_Detention_2009.pdf

²¹ Human Rights Watch, in a report on barriers to education for persons with disabilities in China, concluded:

“While Chinese laws and regulations contain provisions prohibiting discrimination on the basis of disability, the provisions are often vague, fail to precisely define discrimination, and do not outline effective redress mechanisms.

The Chinese government also does not have a clear policy on ‘reasonable accommodation’ in mainstream schools — defined in the Convention on the Rights of Persons with Disabilities as ‘necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden.’”

Source: Human Rights Watch (2013) “*As Long as They Let Us Stay in Class*” *Barriers to Education for Persons with Disabilities in China*: p.3: https://www.hrw.org/sites/default/files/reports/china0713_ForUpload.pdf

²² The Center for Economic and Social Rights (CESR) in a report on Guatemala, concluded:

"Economic and social rights are the unfulfilled agenda of Guatemala's post-conflict transition. While the return to democracy and the end of conflict have made it possible for many Guatemalans to exercise their right to freedom of expression and to periodically elect their representatives, the right to an adequate and dignified standard of living is still far from being universally enjoyed. This is dramatically illustrated by alarming levels of child malnutrition, maternal death and youth illiteracy, perhaps the most disquieting manifestations of social injustice and exclusion in Guatemala. That the democratic transition has not resulted in significant progress in the fulfilment of economic and social rights is due, in large part, to the vision of the State that has dominated policymaking in recent decades. Guatemala has become a weak State that has increasingly ceded more space to private markets, meanwhile transforming education, health and food into privileges for those who can afford them, rather than upholding them as universal rights, and treating people as consumers rather than rights-holding citizens.

Guatemala's dismal economic and social rights outcomes are evidence that the fulfilment of these rights cannot be left exclusively in the hands of the market, nor does it automatically result from increased economic growth. It requires an active role by the State in harnessing the benefits of the economy toward the goals of progressive realisation, universality and equality in rights. Consolidating democracy implies adjusting public policy, in particular fiscal policy, to a new conception of the state and the citizen as duty-bearers and rights-holders, respectively. The global economic crisis, whose impact is all too evident in Guatemala, has created an opportunity to debate and build consensus on the fiscal policy necessary to improve democratic governance in the country, as well as around the vision of the state that underpins it: one that respects, protects and fulfils the rights of all citizens or a minimal state that is captive to the interests of a privileged few."

Source: Center for Economic and Social Rights (2009) *Rights or Privileges - Executive Summary*: p. 20:
<http://cesr.org/downloads/Rights%20or%20Privileges%20Executive%20Summary%20final.pdf>

²³ For guidance, you can use this tool developed by CAFOD:

Aim: To examine evidence about a policy and formulate immediate and longer- term recommendations on how to change the policy itself and / or its implementation.

Context: This tool can be used individually or with a group. It can be applied to evidence gathered by the group itself or to evidence gathered by others.

How to use this tool

Step 1: Review the evidence on policy implementation. Use the information to make a comprehensive list of problems, relating to the programme or policy you are monitoring.

Step 2: Consider which of these problems may be relatively easy to address. Identify which problems are more systemic and will call for more demanding, longer-term solutions. If possible, write each problem on a separate card and arrange them along a continuum like the one below:

Step 3: In relation to each problem, consider what actions you think government could or should take to resolve the situation – or to move in the direction of finding a solution.

Step 4: Formulate these suggested actions as recommendations. You can use a table like the one below to help you differentiate between:

- **Immediate or first-aid remedies** – steps that should be taken now to ameliorate the worst affects of a policy or programme
- **Longer-term remedies** – the systemic changes that are required to address the root causes of poor or inadequate policy outcomes. Attach time-frames to the longer-term remedies. This will indicate when you think the actions should have been taken.

Step 5: Make sure all your recommendations are clear, reasonable, viable and affordable.

Example: Recommendations relating to a feeding programme in a school

Problem	First-aid remedy	Longer-term remedy
The programme is not reaching the most vulnerable children	Improve targeting	Develop a reliable system to gather data on numbers and distribution of vulnerable children across schools and districts
Meals are not delivered regularly in districts A and B	Investigate and review contracts with service providers	Improve the management of contracts with external service providers and set early warning system in place
The nutritional quality of meals in districts X and Y is inadequate	Create norms and standards prescribing nutritional requirements; review content of meals and improve their nutritional quality	Create a monitoring system to ensure that all meals consistently meet nutritional requirements

Etc

Source: CAFOD, Christian Aid and Trocaire (2007) *Monitoring Government Policies: A toolkit for civil rights organisations in Africa*: p.94: http://commdev.org/files/1818_file_monitoringgovernmentpolicies.pdf

²⁴ *Idem* 1

²⁵ For further information on human rights mechanisms, see the Right to Education Project's pages on:

- *International Human Rights Mechanisms*: <http://www.right-to-education.org/page/international-human-rights-mechanisms>
- *Regional Human Rights Mechanisms*: <http://www.right-to-education.org/page/regional-human-rights-mechanisms>

²⁶ *Idem* 10

²⁷ For information on how to report to international human rights mechanisms related to the right to education (UN treaty bodies, the Human Rights Council, UN Special Rapporteurs, UNESCO Committee on Conventions and Recommendations) as well as to regional and national human rights mechanisms, see: see the Right to Education Project's page on *Reporting* (<http://www.right-to-education.org/page/report>) and factsheet on *How to Use Human Rights Mechanisms* (<http://www.right-to-education.org/resource/how-use-human-rights-mechanisms-23>).

²⁸ To guide you in your selection of potential partners, keep the following in mind:

- If you want to build a broad social movement, numbers and geographical spread are important. You might give priority to organisations with large membership bases and strong grassroots networks of their own.
- You may want to identify partners who have expertise in awareness-raising, public communication and advocacy. Who will be able to help you disseminate evidence, present your findings and put out a compelling argument to convince decision-makers?
- You may want to identify partners who – because of their public status and / or contacts – may be able to influence key policy-makers that have the authority to adopt and / or implement some of the recommendations you are making.
- Remember that those most affected by the problem you are tackling have valuable first-hand knowledge and experience. They should be amongst those consulted and included in the work.

Source: Adapted from ActionAid International (2010) *Using Evidence to Establish Accountability: A Sourcebook on democratic accountability for development practitioners and learning facilitators*: p.83: <http://www.actionaid.org/publications/using-evidence-establish-accountability-sourcebook-democratic-accountability-developmen>

²⁹ To explore issues surrounding the decision to take this course of action in a case related to the right to education, see the Right to Education Project's page on *Litigating*:
<http://www.right-to-education.org/page/litigate>

³⁰ This section is adapted from Haki Zetu (2010) *ESC Rights in Practice, Part II*: p.133:
https://www.amnesty.nl/sites/default/files/public/main_book_part_2.pdf

³¹ Working effectively with the media is critical to most successful campaigns. Some general rules follow to help you work effectively with the media:

- Understanding media bias to create stories and hold events that are tailored to specific media interests. The media is always biased and most media outlets have a point of view that is necessary to gain the loyalty of their readers. That perspective skews how stories are written, edited and published.
- Follow up all stories and interviews. All media is under-funded and almost no media outlet has the time and resources to investigate all the news it needs or wants to cover. Reporters rely on trusted sources to give them stories and information. Even the best reporters sometimes get their facts wrong.
- Build personal relationships with as many media outlets as possible. Trust and relationships are crucial to working with the media. Give them reliable and good information, help them do their job and avoid limiting your relationships to those who share your views; people with different views can be helpful too.
- Provide clear simple information to minimise the risk of your message being diluted. Most media forms require simple, clear messages. In the process of translating what you provide, journalists often dilute your message as they are often unable to carry your message in its entirety.
- Tell stories. Be sure to translate your information into something that is understandable to the general public.
- Be prepared: Ensure that you have the connections and contacts to back up your story. For example, if you are campaigning around the right of girls to go to school, anticipate that the media will want to interview some families whose sons go to school, but whose daughters do not. Know how to contact such families. Know who would be willing to speak to the media and who would be able to tell a good personal story. Make sure the people you select are accessible to the media, so that you can respond quickly to an opportunity.

Source: CIVICUS (2011) *Campaigning Toolkit for Civil Society Organisations Engaged in the Millennium Development Goals*: Chapter 4, p.5-8: https://www.civicus.org/new/media/MDG_Toolkit_complete.pdf

³² The advantages and disadvantages of using different media:

Source: CIVICUS (2011) *Campaigning Toolkit for Civil Society Organisations Engaged in the Millennium Development Goals*: Chapter 4, p.9: https://www.civicus.org/new/media/MDG_Toolkit_complete.pdf

Advantages and disadvantages of different media

Display media – posters, calendars, wall charts, etc

Advantages

- popular, visual
- longevity, public relations potential

Disadvantages

- limited space for information
- audience must be able to read and understand the language

Organisational print media – newsletters, pamphlets, books

Advantages

- control of message
- can communicate a more detailed, complicated story

Disadvantages

- require language and literacy skills
- require a lot of effort to produce
- become outdated quickly
- might be viewed as propaganda

Mass print media – newspapers, magazines, etc

Advantages

- reach large audiences, powerful
- have credibility

Disadvantages

- audience is defined
- language, literacy and price limit access

Mass electronic media – radio, television,

Advantages

- direct
- reach large audiences
- accessible

Disadvantages

- require production skills
- time-bound
- can send mixed message

Folk media – drama, music and oral testimonies

Advantages

- emotive
- engaging
- potentially interactive
- can be used in many arenas

Disadvantages

- require skills and effort
- time-bound
- message may get lost without follow-up
- limited audience

Visual electronic media – internet

Advantages

- global
- efficient
- reach mass audience
- able to control message

Disadvantages

- expense limits type of audience who can access
- requires language skills

Cellular telephone – sms's

Advantages

- immediate
- efficient

Disadvantages

- limited space for content
- limited access

³³ *Idem* 9

³⁴ *Idem* 10

³⁵ When you use the *Indicators Selection Tool*, the indicators that you have selected will be accompanied by a list of relevant human rights standards. Access the *Indicators Selection Tool*, here: <http://www.right-to-education.org/monitoring/tool>

³⁶ Ways to spread a message:

- Distributing leaflets.
- Face-to-face meetings with influential people.
- Sending text messages.
- Convening public meetings.
- Getting interviewed on radio.
- Inviting a celebrity to champion our cause.
- Speaking up at meetings hosted by others.
- Performing in street theatre.
- Displaying on public notice boards.
- Posting information on a website.
- Using social media.
- Writing a blog.
- Holding a public demonstration.
- Publishing articles in local newspapers.
- Organising a concert or cultural event.

Adapted from ActionAid International (2010) *Using Evidence to Establish Accountability: A Sourcebook on democratic accountability for development practitioners and learning facilitators*: p.81:

<http://www.actionaid.org/publications/using-evidence-establish-accountability-sourcebook-democratic-accountability-developmen>

³⁷ This section is adapted from ActionAid International (2010) *Using Evidence to Establish Accountability: A Sourcebook on democratic accountability for development practitioners and learning facilitators*:

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